WISE Conference Schedule

As of December 10, 2019

Subject to Change

Thursday Sessions | February 13, 2020

Thursday Concurrent Sessions A   *8:30am – 9:45am*

The Good, the Bad, and the Ugly of Empathy
Lead Presenter: Annette Benson, Purdue University

> The AAC&U VALUE Rubrics include the skill of empathy as a facet of intercultural knowledge and competence. Through a series of original experiential activities, this session provides space for participants to discuss the definition of intercultural empathy, the intersection of professionalism with empathy, and the dark, often neglected, side of empathy.

Personal Leadership in Developing Intercultural Communication
Lead Presenter: Chris Brighton, East Carolina University

> This session will look at how instructors can help the learner become their own leader in the process of developing their intercultural communication skills. The presenter will discuss the idea of personal intercultural leadership: the learner's ability to lead their own development and the skills and attributes they need to achieve their personal goals of building intercultural competencies.

Key Elements in a Successful Cultural and Foreign Language Immersion Program: A Case Study
Lead Presenter: Moha Ennaji, University of Fès, Morocco
Co-Presenter: Jumana Al-Ahmad, Wake Forest University

> This session discusses the elements that would contribute to creating successful, intensive summer foreign language immersion programs. Specifically, this session examines how an institution can create a successful Arabic immersion learning environment for students of Arabic as a foreign language. To address this question, this session assesses current literature in the

field (De Leon 2014; Van Dyne et al 2008), includes personal observations about the program, and analyzes responses to surveys administered to two groups of stakeholders, namely students and teachers. The session proposes syllabus framework which comprises the major components of the curriculum. This framework is presented as a model to help teachers and administrators to establish new intercultural programs for students. The session focuses on the experience of the International Institute for Languages and Cultures at Fez, Morocco. Drawing on this experience, this session addresses the value of such programs to foreign language curricular development and to the internationalization of the liberal arts curriculum generally. It explores intercultural competencies for teachers and learners and will provide a proposal of intercultural competencies and related skills (Stier 2006). The session will also engage participants in considering how these competencies may be applied to students studying abroad as well as to students studying in the U.S.

Using Reflexive Photography and Reflection to Show and Tell: Students' Self-Perceived Gains of their Study Abroad Experience
Lead Presenter: Adriana Medina, University of North Carolina at Charlotte

While faculty can plan and construct a study abroad program, faculty cannot make students have a specific experience. Thus, in evaluating a study abroad program, students' voices need to be captured, not just through evaluation methods that "tell," but also through methods that "show" what students perceive they gained. This session will present how reflexive photography was used for students to provide evidence of their perceived gains from their study abroad experiences.

How to Take Less and Learn More: Strategies for Ethical Approaches to Short-Term Service and Experiential Programming
Lead Presenter: Debora Weaver, Campbell University
Co-Presenters: David Tillman, Campbell University; Donna Waldron, Campbell University

Short-term experiences that expose students to Global Health are very popular, yet present complex ethical dilemmas regarding appropriate engagement of communities, particularly in low-income countries. Communities are often exploited to achieve our educational goals and often reinforce, rather than challenge power dynamics. This session will give real-life examples of ethical issues faced by short-term groups, and will provide practical strategies to develop service and experiential programs that are fair, equitable, and promote capacity building.

Thursday Concurrent Sessions B   *10:15am – 11:30 am*

Assessment as an Intercultural Learning Method in Education Abroad
Lead Presenter: Kris Acheson-Clair, Purdue University
Co-Presenter: Jennifer Wiley, James Madison University, CoreCollaborative International

This session will focus on assessment as pedagogy, also known as formative assessment, baseline analysis, feedback to learners, and in-process evaluation. The field of education abroad needs a clearly delineated set of evidence-based best practices specifically for using assessment pedagogically. Also necessary are models that education abroad professionals can follow to put

principles into practice at the program level, and models for scaling up learning and assessment to larger groups of students.

Integrating Stakeholders' Philosophies in Short-term Study Abroad: A Case Study of Service Learning in Kenya
Lead Presenter: Ashley Brookes, Wake Forest University
Co-Presenters: Sean Anderson, EDU Africa; Michael Massingham, EDU Africa

This session explores best practice in customizing short-term service learning programs in study abroad, using a case study of a provider and institutional partnership in Kenya. It explores avenues for success as well as the challenges involved, and provides useful takeaways for others (faculty, study abroad leaders, providers) interested in building ethical and impactful service learning programs.

Student Processing of Intercultural Experiences
Lead Presenter: Jerry DiMaria, Central Michigan University
Co-Presenters: Deborah Gray, Central Michigan University; Halle Keim, Central Michigan University

By the end of this session the participants will have learned how to better develop activities and experiences for their existing study abroad programs, or in relation to proposed programs. They will learn tools that can aid in assessing student learning related to these activities and planned learning objectives in real time, and will hear from current students as to the impact of these practices on the student experience.

Not Just Differently-Abled, but Enabling Difference to Enhance the Study Abroad Experience for Faculty Leaders and Students
Lead Presenter: Prudence Layne, Elon University

Inevitably, you and or your students will negotiate a "disability" in a study abroad context. What universal design policies and practices might prove effective? What idiosyncrasies might preclude such inclusively excellent practices for both inbound and outbound students and faculty? How can technologies make programs accessible to all? In other words, how can we enable difference to enhance study abroad? Participants will role-play, work on small group tasks to explore options to these and other complex questions, and leave with a resource toolkit they can use to improve access and equity in their programs. This session will accommodate differently-abled participants.

How Do You Pull off All That Intercultural Stuff at Home? Enhancing Intercultural Development in the L2 Classroom in a Domestic Immersion Environment
Lead Presenter: Ana María Wiseman, Wofford College
Co-Presenters: Joseph V. Casillas, Rutgers University; Manel Lacorte, University of Maryland; Ana Cecilia Lara, University of North Carolina at Pembroke

Presenters will explore student acquisition of language and intercultural skills, attitudes towards learning, and perceptions of the role of co-curricular activities. They examine the impact of teaching methods and approaches (social justice and the pedagogy of multiliteracies), with the goal of measuring student progress and cognitive development in a second language. They will include the findings of Middlebury College research group PArLAR on the role of culture in second language teaching and student outcomes.

Practice Makes…Progress: The Role of Our Own Intercultural Practice in Our Work as Educators
Lead Presenter: Tara Harvey, True North Intercultural
Co-Presenters: Cyan Corwine, Alfred State College of Technology, State University of New York; Claudia Espinel, Meadville Lombard Theological School; Tina Kirk, University of Central Oklahoma; Juliette Monet, Sweet Briar College

> As educators, our own intercultural development plays a key role in our ability to foster transformative intercultural learning in our institutions. But how can we further our intercultural development, especially as busy educators? In this session, the presenters will share stories illustrating what their own "intercultural practice" looks like and how it impacts their work. They will then discuss concrete next steps you can take to develop your own intercultural practice, and ultimately foster greater intercultural learning.

Strengths-Based Approaches to Building Intercultural Competence on Short-Term Study Away Programs
Lead Presenter: Scott Manning, Susquehanna University
Co-Presenters: Andy Dunlap, Bloomsburg University; Shane Sanders, Susquehanna University

> This session will introduce the concept of a Strengths Perspective and provide examples of its use in study abroad practices related to building intercultural competence. Participants will learn about and engage in strengths-based activities and practices to facilitate intercultural competency work in study away program advising, pre-departure, and on-site activities.

The "Language Partner Program": Increasing Intercultural Awareness, Target Language Proficiency, and Community Engagement at Home and Abroad
Lead Presenter: Mary Ellen (Mel) Scullen, University of Maryland

> In this session, discover how the School of Languages, Literatures, and Cultures at the University of Maryland has successfully increased intercultural learning and target language proficiency through their "Language Partner Program." On campus, international students are paired with language majors for weekly culturally-based chats. Abroad, students in the Maryland-in-Nice program partner with local students majoring or minoring in English for bilingual conversational exchanges designed to enhance intercultural competence and foster host country engagement.

Intercultural Connections through Experiential Education
Lead Presenter: Evan Small, Elon University
Co-Presenter: Frannie Varker, University of North Carolina at Greensboro

> Through discussion and activities, this session will provide an overview of theories, pedagogies, and frameworks relevant to experiential education and community building. Participants will gain a better understanding of how intercultural learning can be developed experientially, and will leave with tools to assist them in developing, maintaining, and assessing critical communities.

Understanding Cultural Barriers and Creating a Supportive Campus Network: Putting Theory to Practice
Lead Presenter: Joshua Ziesel, Wake Forest University
Co-Presenters: Porshè Chiles, Wake Forest University; Kawana Neufville, Wake Forest University

> This session will explore strategies your office or department can adapt to increase global competency; identify strategies for bridge-building for domestic, international, and third-culture students; and identify the intersecting ways your institution currently supports international and third-culture students. The presenters will share student voices and experiences, and welcome diverse insights from three distinct disciplines: Psychology, Learning Assistance and Disability Services, and Cross-Cultural Engagement.

Thursday Concurrent Sessions D   2:30pm – 3:45pm

Assessing and Developing Students' Cultural Agility
Lead Presenter: Peter Bürgi, TASCA Global LLC

> In this presentation, Dr. Bürgi will explain the science and practice of developing students' cultural agility. While increasing in number, most global programs and courses focused on helping students' intercultural development may lack the features necessary to truly foster them as culturally agile global citizens. This session will present and assess tools and resources students need to ensure that the global programs and courses they experience develop their cultural agility.

Analog, Transparent, and Universal: How New Trends in Educational Development Can Support Learning Abroad
Lead Presenter: Petra Henjova, Syracuse Abroad
Co-Presenters: Elizabeth A. Balko, Oswego State University; Martha Diede, Syracuse University; Heather McDougall, Leadership exCHANGE

> This interactive panel brings together experts in teaching and learning excellence and international education administrators to examine how new trends in the field of faculty and educational development can be used to plan more effective short-term experiential programs abroad to support faculty and foster student learning.

Maximizing the Impact of Assessments and Simulations in Intercultural Learning
Lead Presenter: Joyce Osland, San José State University

> Most of us use assessment instruments and simulations in our teaching and training, but are we using them to full advantage? This session addresses this question: How can we maximize the impact of these assessment and simulations by learning about best practices and sharing our own successful modifications? Three assessments and activities that reinforce them will be demonstrated and participants will learn and share best practices.

Studying Abroad: What We Didn't See Coming
Lead Presenter: Beth Tolley, University of Georgia

> Digital stories have proven to be a rich and authentic method for student reflection about intercultural experiences. Their narratives, combined with photographs and music, beautifully

relate those "aha moments" that usually were ones they never anticipated. Program directors are not immune to these experiences they never see coming and need to reflect on their own life-changing situations that caught them unaware.

Whose Support Is Most Important for International Students' Well-Being?
Lead Presenter: Fanyi Zeng, Wake Forest University
Co-Presenters: Nelson Brunsting, Wake Forest University; Kelia Hubbard, Wake Forest University; Sonali Kathuria, Wake Forest University; Joshua Ziesel, Wake Forest University

Join us for a conversation on which sources of social support (e.g., faculty, international students, domestic students) predict increases in international student belonging and well-being. We will discuss results from a recent longitudinal research study of international students at U.S. universities from research, administrative, and counseling perspectives. We seek input on our results and how they should inform faculty and staff practice at U.S. universities.

Friday Sessions | February 14, 2020

Friday Concurrent Sessions E   *8:30am – 9:45am*

Flagship Culture Initiative: Promoting Student Intercultural Development Through Simulated Scenarios Abroad
Lead Presenter: Valerie Anishchenkova, University of Maryland at College Park
Co-Presenters: Joseph Bass, University of Maryland at College Park; Dan Davidson, American Councils for International Education

> The Flagship Culture Initiative, a collaborative project funded by the Language Flagship, has created online, scenario-based intercultural modules for undergraduate language learners to promote cultural awareness and reflection. Using real-life cultural simulations, this session will introduce participants to a model created by a team of educators affiliated with Language Flagship programs for facilitating the intercultural development of post-secondary students before and during study abroad.

Best Practices on Ethical Service Learning: Developing a Program From the Ground Up
Lead Presenter: Marcia Crippen, Wake Forest University
Co-Presenter: Ashley Brookes, Wake Forest University

> This session will explore the development of Wake Forest University's Community-Based Global Learning programs in Southeast Asia and sub-Saharan Africa and discuss the process of evaluating and creating ethical service learning experiences. Presenters will share key successes, lessons, and opportunities for improvement and growth, placing it into the context of existing research and best practices on ethical service learning, study abroad, and intercultural education.

Beyond Walls and Fences: Teaching Intercultural Communication in a Prison Setting
Lead Presenter: Lucy Lawrence, Warren Wilson College
Co-Presenters: Léa Nadri Churchill, Warren Wilson College; Ainara Hidalgo, Warren Wilson College; Michelle Padrón, Warren Wilson College

> Inside-Out, an international model of higher education within prisons, is an academic collaboration between incarcerated students and students from an outside institution. This session highlights the experience of the students and instructor in a credit-bearing Inside-Out course in intercultural communication during fall semester 2019. Participants will engage in dialogue about the importance of learning and applying intercultural communication in a prison context, and consider its replication to promote social justice.

Closing the Loop: Critical Reflection for Sense-Making after Study Away
Lead Presenter: Britton Newman, Wofford College
Co-Presenters: Beate Brunow, University of Georgia at Athens; Dan Mathewson, Wofford College

> How can you guide and challenge students to actually integrate experiences from study away into their lives and worldviews? This presentation offers insight from faculty and student affairs perspectives to help students avoid compartmentalizing their off-campus experiences.

Participants will leave with concrete models of critical reflection that have proven successful in pushing students to that final stage of making meaning from their experiences.

Leveraging Globally Networked Learning to Support Intercultural Competence and Global Citizenship Development Among Students
Lead Presenter: Carine Ullom, Ottawa University (U.S.)

Globally Connected Teaching and Learning (GCTL) is the umbrella term for the myriad ways to connect students across the globe and engage them in meaningful intercultural and collaborative learning experiences. Learn how colleges and universities are leveraging low-cost, robust, and user-friendly technologies to create accessible and sustainable intercultural learning opportunities and discover how you might embed GCTL into courses and programs in your institutional context.

Friday Concurrent Sessions F   *10:15am – 11:30am*

Got Grit? Interactive Intercultural Learning Tools for Developing Emotional Resilience
Lead Presenter: Annette Benson, Purdue University
Co-Presenter: Jessica Francis, Wake Forest University

Grit, as a component of emotional resilience and a characteristic closely associated with comfort with ambiguity, has long been an outcome of the education abroad experience and an integral facet of intercultural learning. To increase the likelihood of the growth of grit, the Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR) is recommending a more purposeful approach, in which grit, emotional resilience, and comfort with ambiguity is taught, with appropriate challenge and support. This session will demonstrate a collection of interactive tools that have been created for the purpose of increasing grit in our students, regardless of whether they study abroad or not.

"We Built an Awesome Program. Now What?" Best Practices in Assessment with an Example from Assessment of Wake Forest's University-Wide Quality Enhancement Plan Initiatives
Lead Presenter: Nelson Brunsting, Wake Forest University
Co-Presenters: Sarah Dale, Wake Forest University; Sonali Kathuria, Wake Forest University; Kara T. Rothberg, Wake Forest University

Have an amazing globally- or interculturally-focused program or thinking of creating one? Join us for a step-by-step walk through the process of designing assessment, from selecting learning outcomes to distributing program reports to stakeholders. We use the development of the Wake Forest University Quality Enhancement Plan as an example and discuss lessons learned. Attendees will be able to share experiences and leave with a clear understanding of the assessment process, extant measures, and resources available.

Seeking Understanding through Cross-Cultural Listening
Lead Presenter: Monique Constance-Huggins, Winthrop University
Co-Presenter: Rowie Kirby-Straker, Wake Forest University

The purpose of this session is to present a process model of cross-cultural listening designed for study abroad contexts as a way to improve dialogue and understanding. During the presentation, three main phases of the model will be discussed: (1) the preparation phase, which includes

formal training in intrapersonal listening and intercultural listening; (2) the interaction phase, which focuses on cross-cultural listening in interpersonal and group settings; and (3) the reflection phase, which assesses listening goals including that of cross-cultural understanding. Presenters will also discuss the application of the model to a public forum in which Winthrop University study abroad students participated in dialogue with residents of host country St. Vincent and the Grenadines in the Caribbean, with Wake Forest University study abroad students as guest listeners.

Introduction to an Online Resource for Faculty Working with International Students
Lead Presenter: Karin Sandler, North Carolina State University

This session will introduce participants to an online faculty resource guide designed to promote best practices for engaging international students inside the classroom, where topics such as creating an equitable classroom, language considerations, and issues surrounding academic integrity are explored. Through interactive discussion and brainstorming, participants will identify additional areas warranting special attention for their populations and leave with practical suggestions that can be used to form the basis of future faculty and staff development.

The Impact of Social Media on Study Abroad
Lead Presenter: Philip Szmedra, Gannon University
Co-Presenters: Tzvetelin Iordanov, Georgia Southwestern State University; Sarah Speir, Gannon University

The positives of study abroad are constant across generations; it is only the generation that changes complexion. "Generation Z's" use of technology is as an extension of themselves rather than as a distinct tool that is used for a definite purpose and then placed back into its appropriate rack as is a shovel or a sponge. Viewed from that perspective technology, as the young currently implement it, is a tool that requires a radical re-thinking of the human condition. Lives change and societies, reflecting that change, transform. Study abroad in ten years will not be structured as it is today. It cannot be lest it be deemed anachronistic; a quaint remembrance of the sojourner's time overseas when the ability of instant contact was an impossibility; when insularity enhanced the traveler's joy of discovery; when time was measured by quiet afternoons and wistful thoughts rather than being governed by the dictates of a waiting internet audience.

Friday Concurrent Sessions G   *12:45pm – 2:00pm*

Beyond "It Was Great:" Views from Returning Sojourners
Lead Presenter: Stephen Braye, Elon University
Co-Presenter: Christina Mazziotta, Elon University

In this session, participants will examine the reflective writing of returning sojourners to explore the "it was great" study abroad evaluation such students often offer. In doing so, participants will leave with a better understanding of the meaning of "great" when used in this context and the learning outcomes these students feel constitute a "great" study abroad experience.

Incorporating History in Study Abroad: A Traveling Historians' Workshop
Lead Presenter: Tammy Gordon, North Carolina State University
Co-Presenters: Melody Hunter-Pillion, North Carolina State University; Lisa Withers, North Carolina State University

Using historical method and experiential learning theories, this session provides a framework for using historical understanding to build intercultural skills in study abroad experiences. It also analyzes the ways in which diversity in historical content and participants influences intercultural learning. The session features perspectives from African American and first-generation college students' experiences in study abroad as well as information from study abroad courses in Turkey, Czech Republic, Cuba, the UK, and Belize.

Building Intercultural Competency Exercises into Faculty-Led Study Abroad Programs
Lead Presenter: Rebecca Muich, University of North Carolina at Greensboro
Co-Presenters: Heidi Bretz, University of North Carolina at Greensboro; Jonathan Zarecki, University of North Carolina at Greensboro

This session will describe the process of adapting exercises created to help enhance the intercultural awareness and competency for students studying abroad on semester-long exchanges and for students studying abroad with short-term faculty-led programs. The presenters will lead a discussion around choosing the right kind of exercises for the program, finding space in the program curriculum and schedule for the new exercises, and the challenges and triumphs of implementing this supplemental curriculum.

Growth Mindsets: Creating Space for Failure in Intercultural Learning
Lead Presenter: Christina Thompson, Barcelona SAE
Co-Presenters: Daniel Diaz, Guilford College; Olivia Jones, North Carolina Central University

The road to intercultural competency is a tricky one. We are encouraged to be interculturally competent but often lack the space to fail, recover, and grow. This session will share information on the learning zone model and growth mindset. Participants will engage in activities and discussions designed to work towards intercultural competency, acknowledge and celebrate failure, and start on a clear pathway to growth.

Who Are Global Engagement Scholars?
Lead Presenter: Adam Zahn, Drexel University

Who are Global Engagement Scholars? Over 100 students at Drexel University are enrolled in the Global Engagement Scholars (GES) program. This presentation will provide an overview of the GES program, the implementation of the program, examples of student projects, reflections, student portfolios, and campus engagement in fostering a GES community. Participants will have the opportunity to discuss the development of a co-curricular program at their own campus.